



**Responding Responsibly:
Thematic Unit**

Houses and Homes

Learning for Life and Work (SLD)

Writers' Group

Mary McKendry, Castle Tower School (Loughan Campus), Ballymena (*Editor*)

Catherine Foster, Fleming Fulton School, Belfast

Maggie Jamison, Glenveagh School, Belfast

Cathy McCormick, Tor Bank School, Dundonald

Dorothea Simpson, Fleming Fulton School, Belfast

A CCEA Publication ©2008

www.nicurriculum.org.uk

Cover Photograph: Andrew Holt, Photographer's Choice (Getty Images)

Unit Title: Responding Responsibly

Sub Theme: Houses and Homes

Thinking Skill and Personal Capabilities: Being Creative

Curriculum Objective: To develop the young person as a contributor to society

Key Elements: personal understanding, mutual understanding, moral character, spiritual awareness, citizenship, cultural understanding, ethical awareness, employability, economic awareness

Attitudes and Dispositions: concern for others, openness to new ideas, curiosity, community spirit, flexibility, tolerance, respect

Learning Experiences: investigating & problem solving, linked to other curriculum areas, relevant and enjoyable, media-rich, skills integrated, active and hands-on, offers choice, challenging and engaging, supportive environment, culturally diverse, positive reinforcement, varied to suit learning style, ongoing reflection, enquiry based

The Thematic Units connect the *Learning for Life and Work* subject strands of Personal Development, Local and Global Citizenship, Home Economics and Employability and demonstrate how they contribute to the understanding of a central theme. They provide a number of learning, teaching and assessment activities (and are accompanied by supporting resources) to help you address the key elements and statements of the revised Northern Ireland curriculum.

Each Thematic Unit contributes to the statutory requirement for *Learning for Life and Work* and also links to other Areas of Learning. In addition, there are opportunities to develop learners' *Thinking Skills and Personal Capabilities*, incorporate *Assessment for Learning* principles and make connections to the *Cross Curricular Skills*.

The units are not intended to be prescriptive and are not the only way to approach the Northern Ireland Curriculum. You do not have to follow them rigidly. Instead, we encourage you to choose from the wide range of learning, teaching and assessment activities in the units and adapt and extend them as appropriate for your classes.

Statements of Minimum Requirement

These are the Statements of Minimum Requirement that are addressed in this unit:

Home Economics
Independent Living
Develop a range of skills to promote independence through planning, managing, and using resources

Education for Employability
Work in the Local and Global Community
Describe different types of work and investigate the range of employment in the local area

Education for Employability
Career Management
Investigate a variety of both familiar and unfamiliar jobs

Education for Employability
Enterprise and Entrepreneurship
Explore the range of small businesses in the life of the community

Personal Development
Self-awareness
Explore and express a sense of self

Local and Global Citizenship
Diversity and Inclusion
Investigate ways in which individuals and groups express their identity

Local and Global Citizenship
Equality and Social Justice
Explore the work of NGOs that aim to promote equality and social justice

Personal Development
Self-awareness
Explore personal and moral values and beliefs

Local and Global Citizenship
Equality and Social Justice
Investigate how and why some people make experience inequality/social exclusion on the basis of their material circumstances

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
What is a home?	... develop an understanding of what a home is.	<p>Discuss with your learners what a home is. Refer to Resource 1 for some basic concepts. Using Resource 2, allow them to circle the things we do in our homes.</p> <p> Resource 1: Basic Concepts</p> <p> Resource 2: What Is A Home?</p> <p>Collect images of all sorts of homes/houses (both for humans and animals). Include some images that are not homes/houses (this supports <i>Thinking Skills and Personal Capabilities</i> where your learners have to select and classify). With your learners, categorise the images into:</p> <ul style="list-style-type: none"> - homes for people; - homes for animals; and - not homes. 	<p>Make new connections between ideas/information</p> <p>Communication - Understand and explore ideas and events in texts</p>



Resource Sheet in this booklet



LAB or PowerPoint activity available from www.nicurriculum.org.uk

Skills tabs printed in **yellow** are Cross Curricular Skills

Skills tabs printed in **orange** are Thinking Skills and Personal Capabilities

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>What is a home?</p>	<p>...develop and understanding of what a home is.</p>	<p>Discuss what their concept of a home is by using these focused questions:</p> <ul style="list-style-type: none"> - What sort of home do you live in? - What do you miss most when you are away? - What do people do in homes? - Why are homes important? - Does everyone have a home? - Can you have more than one home? - How does being at home make you feel? - What is good/not good about homes? - When might I need a new home? <p>You can adapt the activity 'Card Ranking' to assess understanding – have your learners work collaboratively to rank their ideas. The 'Card Ranking' activity appears on page 11 of Active Learning and Teaching Methods for Key Stage 3, which is available on www.nicurriculum.org.uk as well as on the CPD disc in your school's <i>Curriculum Support and Implementation Box</i>.</p> <p><i>You can make links to Art & Design by: Allowing your learners to work in groups to design and build a house for the future.</i></p> <p><i>Throughout this unit you can make links to Literacy through stories and poems about houses and homes.</i></p> <p>Further Suggestion</p> <p><i>You can make links to History by: Creating opportunities for your learners to explore their family histories. Depending on their ability, see Resource 3 for suggestions on ways they might discover more about the childhood homes of their parents'.</i></p> <p> Resource 3: Where Did You Live Mum and Dad?</p>	

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>What does my home look like?</p>	<p>... consolidate an awareness of the type of building they live in.</p>	<p>Together, discuss the best method to gather information on the types of homes everyone in the class lives in (for example class survey, etc.).</p> <p>Allow each of your learners to create a small picture of their home using Resource 4.</p> <p> Resource 4: My Home</p> <p>You can make links to Using Mathematics by: Creating a Venn Diagram, Bar Chart, Pie Chart or pictogram.</p> <p>Using the RM Starting Graph on C2K to create a simple chart showing the types of houses they live in.</p> <p>Using Resource 5, allow your learners to describe their home as if it were for sale.</p> <p> Resource 5: Home For Sale</p> <p>Display the information on homes using the work your learners have created. Then, discuss the homes they live in using the following focused questions:</p> <ul style="list-style-type: none"> - What is the same? - What is different? - Why do the homes look different? - Does it matter that people have different homes? - Should we all have the same home? 	<p>Make ideas real by experimenting with different designs, actions and outcomes</p> <p>Using Mathematics - Read, interpret, organise information in mathematical formats</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
What does my home look like?	... consolidate an awareness of the type of building they live in.	<p>Use Resource 6-8 with your learners (depending on their ability) to consider the rooms in our homes and what we do in each.</p> <ul style="list-style-type: none">  Resource 6: Rooms (with blanks)  Resource 7: Rooms (with word bank)  Resource 8: Rooms (with symbols) 	
		<p><i>You can make links to Religious Education by: Exploring Noah's Ark as a home and creating activities around this.</i></p>	
		<p><i>Depending on their ability, allow your learners to complete the word search in Resource 9.</i></p> <ul style="list-style-type: none">  Resource 9: Word Search 	
		<p>Consolidate the learning by using Resource 10 with your learners to match the style of home to its building description.</p> <ul style="list-style-type: none">  Resource 10: Types of Homes 	

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
What different kinds of homes do people and animals live in?	... develop an awareness that different homes are suitable for different people and animals.	<p>Together, examine different types of homes using a range of methods (for example, where appropriate, learners could take a walk around the local area listing what they notice). Types of homes might include:</p> <ul style="list-style-type: none"> - bungalow - terraced house - flats - farmhouse - houseboats - caravans - windmills. 	Take risks for learning (pupils may be unfamiliar with equipment or taking photos) See opportunities in mistakes and failures
		<p>Visit the school area and allow your learners to take photos of the types of homes they see - include animal homes.</p> <p>Explore the sites of animal homes:</p> <ul style="list-style-type: none"> - in trees - on the ground - underground - in water - on water - in hives. • Cameras 	Using ICT - Manipulate information and multimedia products using a range of assets Share, collaborate, exchange and develop ideas digitally
		<p><i>You can make links to Art and Design by: Allowing your learners to draw and paint the animals and their homes.</i></p>	Communication - Select and use information from a range of sources
		<p><i>You can make links to Science by: Together making a wormery or creating a pond.</i></p> <p>Plan a visit to the zoo to investigate animal homes and allow your learners to take photographs of them for display.</p> <ul style="list-style-type: none"> • Cameras 	

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>What different kinds of homes do people and animals live in?</p>	<p>... develop an awareness that different homes are suitable for different people and animals.</p>	<p>Using Google Earth, allow your learners to look at their locality (Google Earth can be installed on C2K machines. Contact your C2K manager for advice.)</p> <p>Find the school/points of interest/landmarks to assist them in relating the picture to the reality. (Not all localities can be found on Google Earth. If your area is not available, choose one that your learners are likely to be familiar with – like an area from a school trip they took part in.) You can also use the following focused questions to expand the learning:</p> <ul style="list-style-type: none"> - What is different about how your area looks on Google Earth (bird's eye view)? - How would you recognise a house from this view? - How many buildings can you see? - Which are likely to be homes? - Can you see animal homes? - Why/why not? <p>Complete the activity by printing out some bird's eye views of homes in the area.</p> <ul style="list-style-type: none"> • Google Earth via http://earth.google.com 	
		<p>Together, research homes using a variety of sources. Allow your learners to complete Resource 11 to pair different types of homes with a suitable owner.</p> <p> Resource 11: Estate Agent</p> <ul style="list-style-type: none"> • Access to the Internet, CD-based encyclopaedias, magazines, newspapers, books, and property description leaflets from estate agents and other sources 	

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>What different kinds of homes do people and animals live in?</p>	<p>... develop an awareness that different homes are suitable for different people and animals.</p>	<p>Collect pictures of as wide a variety of homes as possible. Include homes from around the world (traditional and modern, ensuring that your learners can gain a balanced view of the world. (For example, not everyone in Africa lives in a mud hut.) Also include a range of animal homes.</p> <p>Sort the pictures and photos gathered into categories, for example:</p> <ul style="list-style-type: none"> - town/country - small/big - old/new - local/foreign - fixed/moveable - material of construction. <p>They can complete Resource 12 to pair the type of home with the correct owner.</p> <p> Resource 12: Who Lives in a House Like This?</p> <p>Allow your learners to create a series of posters to display their findings.</p> <ul style="list-style-type: none"> • Art Materials <p>Video your learners discussing the information they have discovered. Later, allow the class to watch the video clips and evaluate the work by giving one suggestion for improvement and two areas they liked about their posters.</p>	

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>What different kinds of homes do people and animals live in?</p>	<p>... develop an awareness that different homes are suitable for different people and animals.</p>	<p>Further Suggestions Explore town living vs. country living by using Resource 13 and/or 14. This may be particularly useful for inner city learners who may not be aware of the benefits of country living. You may wish to extend the work on homes from around the world using Resource 14.</p> <p> Resource 13: Where Should We Live?</p> <p> Resource 14: Homes Around the World</p> <p>Discuss homes that existed in the past, for example:</p> <ul style="list-style-type: none"> • castles • caves • town houses through the ages. <p>If possible, visit to a stately historic home.</p>	

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>Is it expensive to keep a home?</p>	<p>... develop an awareness of the cost of homes.</p>	<p>Using pictures or newspaper advertisements of a range of homes (for example semi-detached, flat, bungalow, etc.) get your learners to rank the homes in order of price.</p> <ul style="list-style-type: none"> • A collection of images of homes taken from estate agent leaflets, websites, newspaper adverts, etc. <p><i>You can make links to Technology/Art and Design by: Allowing your learners to design their ideal bedroom.</i></p> <p>Explore the costs of running a house by using Resources 15.</p> <p> Resource 15: Household Bills</p> <p>Further Suggestions Depending on your learners' abilities, extend your exploration of household expenses by together completing Resource 16 to discover what it costs to furnish a room.</p> <p> Resource 16: It Costs!</p>	<p>Communication - Use a range of texts for ideas, information and enjoyment</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
Who builds homes?	<p>... develop an awareness of the range of job opportunities in the building trade.</p>	<p>Together, investigate the range of jobs involved in building a home – builder, labourer, plumber, joiner, painter, architect, etc.</p> <p>Encourage your learners to work in pairs or in a small group to select a job and find out what that worker does and the equipment he or she uses (see website).</p> <ul style="list-style-type: none"> Access to www.primaryresources.co.uk/online/ks1ks2cons.swf An interactive site about workers involved in house building 	<p>Make new connections between ideas/information</p>
		<p>Invite people from the building trade to talk to your learners about their jobs. (Family members or lecturers from further education colleges may be a good starting point.)</p>	<p>Communication - Listen to and take part in discussions, explanations and presentations</p>
		<p>Allow your learners to work with Resource 17 to explore the different parts of the house that builders must build.</p> <p> Resource 17: Parts of a House</p>	
		<p>Using Resources 18 and 19, allow your learners to explore the different materials used to build components of a house.</p>	
		<p> Resource 18: Materials Used to Build a House</p>	
		<p> Resource 19: Materials Used for My House</p> <p>Use Resource 20 to help your learners consider which materials are most suitable for building a house in Northern Ireland.</p> <p> Resource 20: House Builder</p>	

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
Are there enough homes for everyone?	... develop an awareness that some people are homeless.	<p>Invite a representative of the Simon Community or similar organisation to talk to your learners about their work.</p> <ul style="list-style-type: none"> • Visit www.simoncommunity.org 	Seek out questions to explore and problems to solve
		<p>As a class, look at images of homeless people and discuss together the problems they might have. You could use the following focused questions to help your learners consider the topic:</p> <ul style="list-style-type: none"> - Do you know anyone who doesn't have a home? - Why do some people not have homes? - What problems are there if you don't have a home? - Where would you get washed? - Where would you cook your dinner? - How could you find help if you didn't have a home? - What would it feel like if you were homeless? - How would other people feel about you? <p>• A collection of pictures of homeless people taken from the Internet and magazines</p>	Communication - Contribute comments, ask questions and respond to others' points-of-view
		<p>Use Resource 21 to explore why people become homeless by pairing images of homeless circumstances with the reasons behind them.</p> <p> Resource 21: Why Do People Become Homeless?</p> <p>Using Resource 22, explore the difference between needs and wants by placing images of each in the correct column.</p> <p> Resource 22: Needs and Wants</p>	

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
How would I feel if I didn't have a home?	... investigate issues and possible solutions.	With your learners, use Resources 23-26 as stimuli to investigate the feelings surrounding homelessness. <ul style="list-style-type: none"> <li data-bbox="871 393 1522 473"> Resource 23: My Feelings About Leaving Home <li data-bbox="871 481 1320 560"> Resource 24: Your Box Home <li data-bbox="871 568 1320 647"> Resource 25: Leaving Home <li data-bbox="871 655 1253 727"> Resource 26: Homeless 	Seek out questions to explore and problems to solve

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>How can I help someone who is homeless?</p>	<p>... develop an awareness of how to help support people who are homeless.</p>	<p>Together, investigate a range of ways to help the homeless. For example, consider:</p> <ul style="list-style-type: none"> - organise a whole-school fundraising event (for example sell buns, hold a car wash, etc. to raise money for a homeless charity); - discuss with your learners the tasks involved in organising the fundraiser; - assign each of them a task; - during the organisation phase and the fundraiser itself, take photos of the work your learners are doing; and - after the fundraiser, together evaluate how well they carried out their role by discussing the photos. <p>Provide your learners with access to the Internet so they can visit www.makeroom.ie and make the online pledge to do all they can to assist the homeless.</p> <p>Provide your learners with Resource 27 to consider how people become refugees.</p>	<p>Seek out questions to explore and problems to solve</p> <p>Communication - Use non-verbal methods to express ideas and engage with the listener</p>

Resources

Basic Concepts

Resource 1

Introduction

- All living things need a shelter or a safe place to rest.
- Homes can be anywhere. They can be off the ground, on the ground, under the ground, on water or under water.
- Both humans and animals build homes from many different kinds of materials.
- Some houses are permanent, some are temporary and some are carried around.

Development

Explain to the children that thousands of years ago someone in their family probably lived in a cave or a shelter made from branches. However, even their ancestors needed homes where they were safe from wild animals and the bad weather. A home was a place to come back to after a day of searching for food. When the fires were lit, home was a place of warmth and shelter. Nothing much has changed since then? We still want our home to be safe, warm and dry.

For some people, home is a tent or a caravan. For others it is a flat, a bungalow or a house.

What Is A Home?

Resource 2

Circle the pictures to complete the sentence:



Home is where we _____.



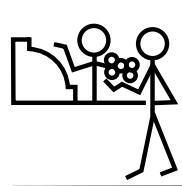
keep warm



relax



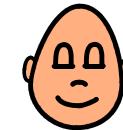
go to class



spend money



spend time with family



feel safe



doctor visits you



eat



sleep

Can you think of any more?

Where Did You Live Mum and Dad?

Resource 3

Introduction

Have your learners talk to their parents/carers about the houses they lived in when they were children.

Development

Have them gather information about their parents' houses. Encourage them to ask questions about:

- what the house looked like;
- how many people lived there;
- what wash-day was like;
- who did the housework;
- where the meals were eaten;
- what was their bedroom like; and
- how did they heat their house.

Learners could make tape recordings of their parents' answers. Where possible, encourage parents to take their child to visit the home they were brought up in and photograph it.

Extension activity

Children could explore similarities/differences between their homes and their parents' homes.

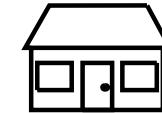
What type of house do you live in?

Draw or stick a photo of your house in the box below:

My house is a:

(Tick Box)

bungalow



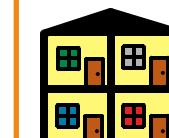
two storey



caravan



flat



My address is _____

Home For Sale

Resource 5

Imagine that your house was for sale. What might the ad say about it?

Home for sale

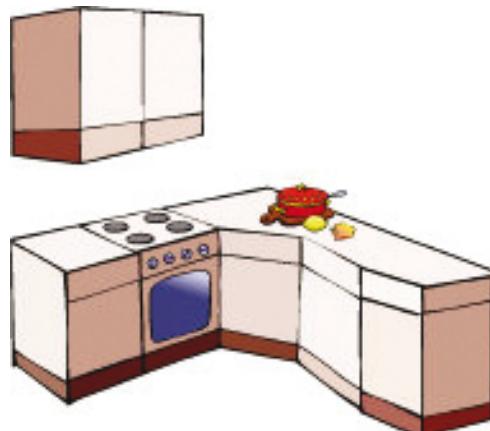


A cartoon-style illustration of a 'For Sale' sign. The sign is red with the words 'HOUSE FOR SALE' written in yellow, bold, sans-serif capital letters. It is mounted on a simple wooden post and sits in a small patch of green grass.

Rooms (With Blanks)

Resource 6

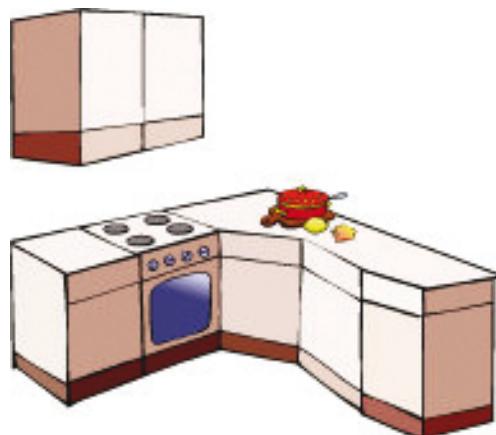
Look at the pictures below. Which room in a house are they from? Think of 3 things you could do in these rooms.



Rooms (With Word Bank)

Resource 7

Look at these pictures below. Which room in a house are they from? Think of 3 things you could do in these rooms.



Ideas bank

wash

sleep

cook

store clothes

eat dinner

use toilet

get dressed

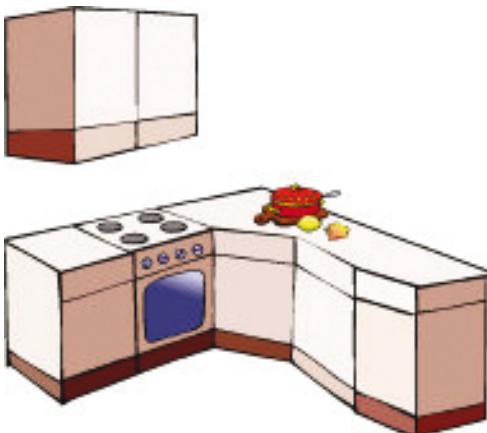
brush teeth

store food

Rooms (With Symbols)

Resource 8

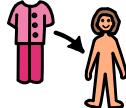
Look at these pictures below. Which room in a house are they from? Draw a line from the action to the room it takes place in.



wash



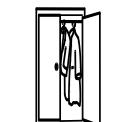
cook



get dressed



sleep



keep clothes



eat



Word Search**Resource 9**

h	o	u	s	e	p	t	r
f	y	c	m	t	h	p	f
n	b	e	d	r	o	o	m
j	x	v	q	y	m	a	g
k	i	t	c	h	e	n	h

house**home****kitchen****bedroom****bathroom**



Match the House to the Description. Draw a line to the correct answer.



This house has no upstairs



This house has no house beside it



You might sleep upstairs in this house



This house has another house beside it



This is a small house.



This house can move



This house can be found along a street



SEMI-DETACHED



FLAT



BUNGALOW



TERRACE



2 STORYED



DETATCHED



CARAVAN

Estate Agent

Resource 11

These people need to find a suitable home. Can you find them one?



I like to travel.



I want to live on my own.



We need a big house with lots of space.



I need a house with no upstairs.



A flat



A bungalow



A caravan



A detached house



Who Lives in a House Like This?

Resource 12

Draw a line from the home to the owner.



igloo



wig-wam



mud hut



house



nest



family



birds



Eskimo



Indian



Native African

Where Should We Live?

Resource 13

Decide if these people should live in the town or the countryside.



I would like
to be a farmer
and grow crops.

Should live in _____



I would like to live near
to where I work in
the Shopping Centre.

Should live in _____



We want our family
to grow up
in an area that has
space and fresh air.

Should live in _____



I want to live beside
lots of other people
and near to shops
and the hospital.

Should live in _____

Homes Around the World

Resource 14

Look at these homes that people live in. Can they be found in the part of the world you live in?



yes no



yes no



yes no



yes no



yes no

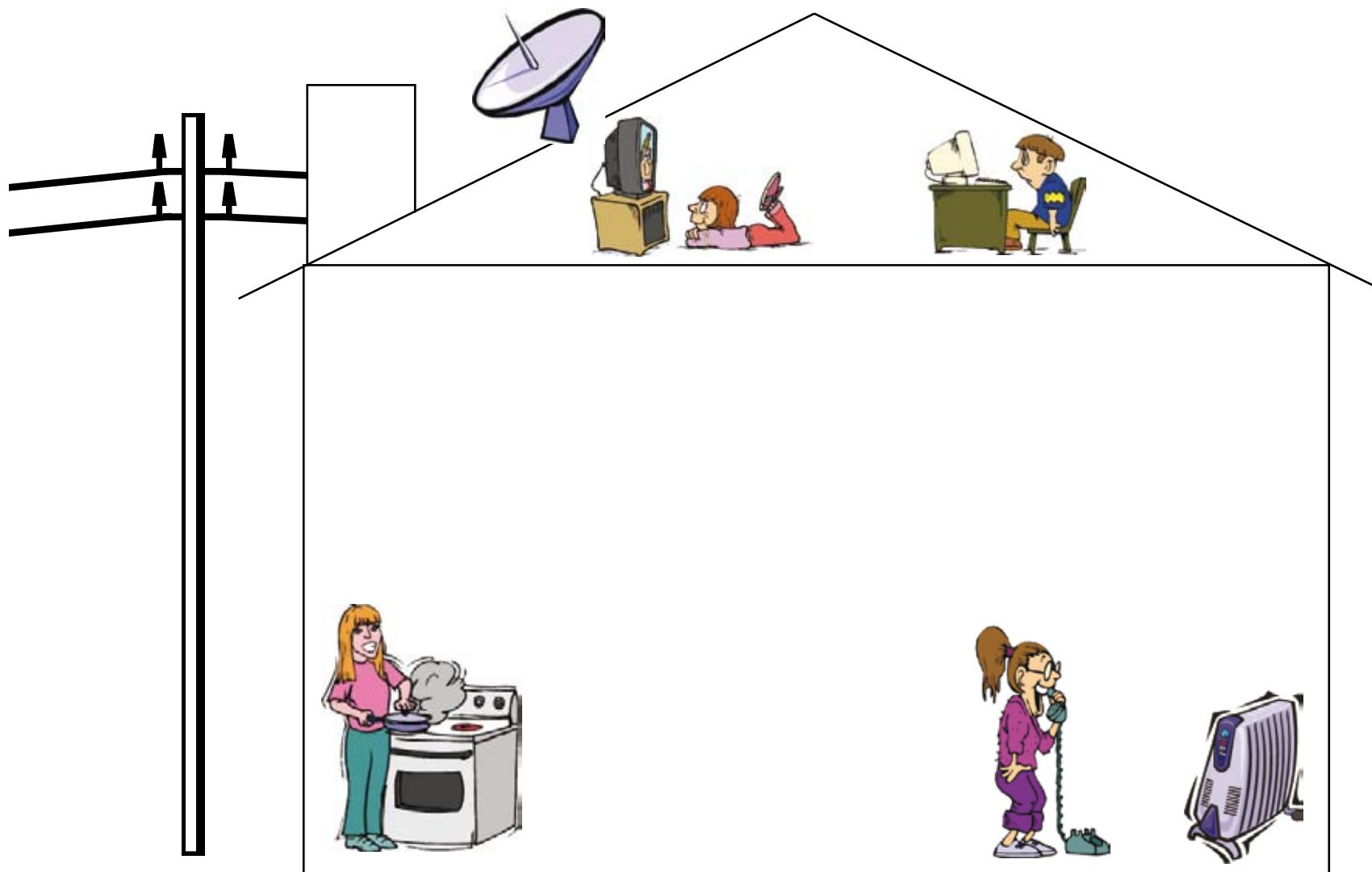


yes no

Household Bills (1 of 2)

Resource 15

Look at this picture. What clues do the pictures give you about the bills you would have to pay if you were in charge of a house?



When you have a TV, you need to pay this _____

What you pay to keep the house warm _____

If you have Sky TV, you pay this _____

What you pay if you dial a number _____

When you plug in and turn on, you are charged this _____

What you pay when online _____

electricity bill

telephone bill

internet bill

heating bill

TV licence

It Costs!

Resource 16

Do you know how much it would cost to furnish a room in your house? Think of all the things you have in your bedroom (add any other items you have in your bedroom into the blank spaces) and using a catalogue, find out how much it all costs!



Item	Cost
Bed	
duvet	
pillow	
wardrobe	
cabinet	
dressing table	
floor covering	
lamp	
Total Cost:	

Parts of a House

Resource 17

Draw a line from the word to match the part of the house.

garage

wall

roof



window

door

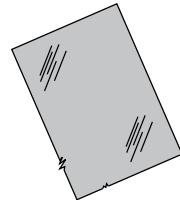
chimney

Materials Used to Build a House

Resource 18

Draw a line from the material to where it would be used.

glass



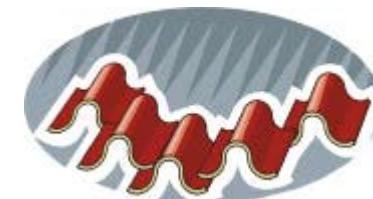
spouting



wood



tiles

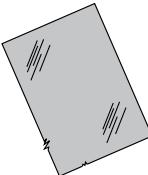
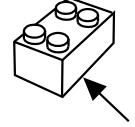
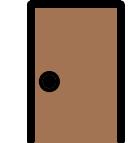
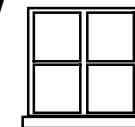


bricks



Materials Used for My House

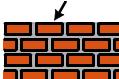
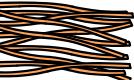
Resource 19

Part of House	glass	wood	brick	tile	plastic
					
roof					
walls					
doors					
window					

House Builder

Resource 20

Are these GOOD, VERY GOOD or BAD materials to use for building houses in Northern Ireland?

Material	Very Good	Good	Bad	Reason	Some things to think about...
brick					 weather
wood					 safety
stone					 warmth
mud					 cost
ice					
paper					
straw					
tin					

Why Do People Become Homeless?

Resource 21

Read these reasons why some people become homeless. Match the picture to the reason.



I can't afford a house as I lost my job.

family problems



I left my own country because I was afraid of war.

social problems



I am a drug addict and my family and friends don't want to know me.

natural disasters



I had a big argument with my family and left home.

refugee

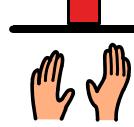


A tornado hit our land.

no money

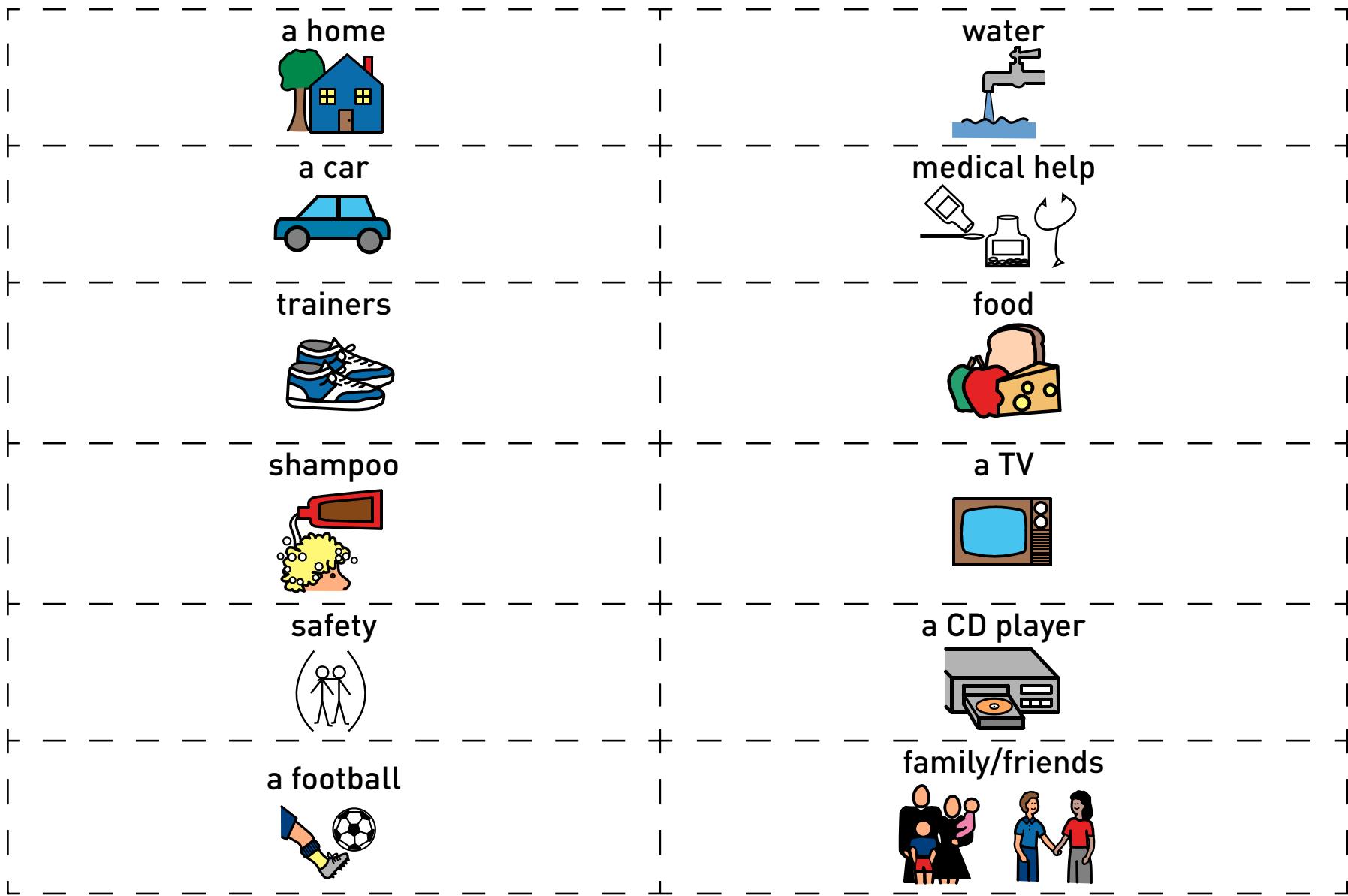
Needs and Wants (1 of 2)

Resource 22

NEEDS	WANTS
	

Needs and Wants (2 of 2)

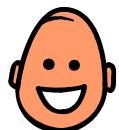
Resource 22



My Feelings About Leaving Home

Resource 23

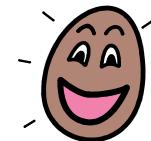
How would you feel if you had to leave your home? Circle the pictures to show how you would feel?



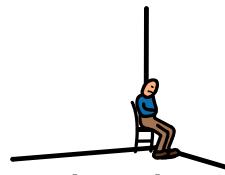
happy



afraid



excited



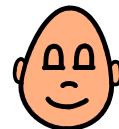
lonely



worried



sad



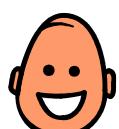
safe



nervous



surprised



lucky



proud



pleased

Your Box Home

Resource 24

Spend a few minutes experiencing what it would be like to live in a box. Complete the questions below:

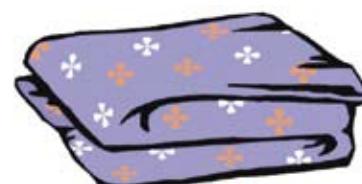
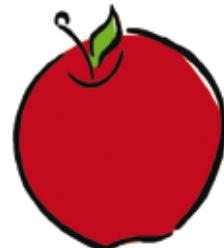
Statement	Tick Box	
	Yes	No
The box was comfortable.		
The box was cramped.		
I could have a stretch in the box.		
The box would be a safe place to sleep in.		
The box would protect against the wind and rain.		
I could keep all my belongings safe in the box.		
I could invite my friends over.		
I could wash in the box.		
I was warm in the box.		
I could cook in the box.		



Leaving Home (1 of 2)

Resource 25

Imagine you had to leave home in a hurry. You do not know where you are going. What items would be most useful? Select them and cut and paste them into the suitcase.



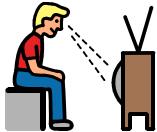


Homeless

Resource 26

Use the pictures as a clue to complete the sentence. If I did not have a home I could not...

watch



shower



safe



sleep



family



feel safe

be with
my family

wash

sleep in my
own bedroom

watch TV



COUNCIL FOR THE CURRICULUM EXAMINATIONS AND ASSESSMENT 29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG
© +44 (0)28 9026 1200 ☎ +44 (0)28 9026 1234 ☎ +44 (0)28 9024 2063 ☎ info@ccea.org.uk ☎ www.ccea.org.uk



Refugee Reasons

Resource 27

Match the reasons why some people may become refugees to the correct picture.

I left my home because
I had no money.

I left home because
I was afraid of fighting.

I left my home because
I had no job.

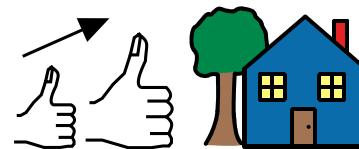
I left my home because
I wanted to give my family
a better life



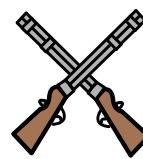
find a job



get money



better home



war